

Index to Volume 24

Authors

- Anderson, Kenneth T., and Anne Page McClard. Study Time: Temporal Orientations of Freshmen Students and Computing. 24(2):159-177.
- Annahatak, Betsy. *See* Crago, Martha B.
- Assinck, Beverly Belvin. An Open Letter to Suzanne de Castell and Tom Walker. 24(3):249-255.
- Cook-Gumperz, Jenny, and Deborah Keller-Cohen. Alternative Literacies in School and Beyond: Multiple Literacies of Speaking and Writing. Introduction. 24(4):283-287.
- Cook-Gumperz, Jenny. Dilemmas of Identity: Oral and Written Literacies in the Making of a Basic Writing Student. 24(4):336-356.
- Crago, Martha B., Betsy Annahatak, and Lizzie Ningiuruvik. Changing Patterns of Language Socialization in Inuit Homes. 24(3):205-223.
- de Castell, Suzanne, and Celia Haigh-Brown. *The Ethnographic Imagination: Textual Constructions of Reality*. 24(1):82-91.
- El-Or, Tamar. "Are They Like Their Grandmothers?" A Paradox of Literacy in the Life of Ultraorthodox Jewish Women. 24(1):61-81.
- Fordham, Signithia. "Those Loud Black Girls": (Black) Women, Silence, and Gender "Passing" in the Academy. 24(1):3-32.
- Haigh-Brown, Celia. *See* de Castell, Suzanne.
- Heath, Shirley Brice. The Madness(es) of Reading and Writing Ethnography. 24(3):256-268.
- Henze, Rosemary C., and Lauren Vanett. To Walk in Two Worlds—Or More? Challenging a Common Metaphor of Native Education. 24(2):116-134.
- Hewitt, Roger, and Moira Inghilleri. Oracy in the Classroom: Policy, Pedagogy, and Group Oral Work. 24(4):308-317.
- Hull, Glynda. Critical Literacy and Beyond: Lessons Learned from Students and Workers in a Vocational Program and on the Job. 24(4):373-396.
- Inghilleri, Moira. *See* Hewitt, Roger.
- Johnson, Patricia Lyons. Education and the "New" Inequality in Papua New Guinea. 24(3):183-204.
- Keller-Cohen, Deborah. *See* Cook-Gumperz, Jenny.
- Keller-Cohen, Deborah. Rethinking Literacy: Comparing Colonial and Contemporary America. 24(4):288-307.
- Kim, Eun-Young. Career Choice among Second-Generation Korean-Americans: Reflections of a Cultural Model of Success. 24(3):224-248.
- McClard, Anne Page. *See* Anderson, Kenneth T.
- Michaels, Sarah. *See* O'Connor, Mary Catherine.

Mickelson, Roslyn Arlin. Minorities and Education in Plural Societies. 24(3):269-276.

Ningiuruvik, Lizzie. See Crago, Martha B.

O'Connor, Mary Catherine, and Sarah Michaels. Aligning Academic Task and Participation Status through Revoicing: Analysis of a Classroom Discourse Strategy. 24(4):318-335.

Patthey-Chavez, G. Genevieve. High School as an Arena for Cultural Conflict and Acculturation for Latino Angelinos. 24(1):33-60.

Shethar, Alissa. Literacy and "Empowerment"? A Case Study of Literacy behind Bars. 24(4):357-372.

Smith-Hefner, Nancy J. Education, Gender, and Generational Conflict among Khmer Refugees. 24(2):135-158.

Vanett, Lauren. See Henze, Rosemary C.

Wax, Murray L. How Culture Misdirects Multiculturalism. 24(2):99-115.

Titles

Aligning Academic Task and Participation Status through Revoicing: Analysis of a Classroom Discourse Strategy. Mary Catherine O'Connor and Sarah Michaels. 24(4):318-337.

Alternative Literacies in School and Beyond: Multiple Literacies of Speaking and Writing. Introduction. Jenny Cook-Gumperz and Deborah Keller-Cohen. 24(4):283-287.

"Are They Like Their Grandmothers?" A Paradox of Literacy in the Life of Ultraorthodox Jewish Women. Tamar El-Or. 24(1):61-81.

Career Choice among Second-Generation Korean-Americans: Reflections of a Cultural Model of Success. Eun-Young Kim. 24(3):224-248.

Changing Patterns of Language Socialization in Inuit Homes. Martha B. Crago, Betsy Annahatak, and Lizzie Ningiuruvik. 24(3):205-223.

Critical Literacy and Beyond: Lessons Learned from Students and Workers in a Vocational Program and on the Job. Glynda Hull. 24(4):373-396.

Dilemmas of Identity: Oral and Written Literacies in the Making of a Basic Writing Student. Jenny Cook-Gumperz. 24(4):336-356.

Education and the "New" Inequality in Papua New Guinea. Patricia Lyons Johnson. 24(3):183-204.

Education, Gender, and Generational Conflict among Khmer Refugees. Nancy J. Smith-Hefner. 24(2):135-158.

The Ethnographic Imagination: Textual Constructions of Reality. Suzanne de Castell and Celia Haigh-Brown. 24(1):82-91.

High School as an Arena for Cultural Conflict and Acculturation for Latino Angelinos. G. Genevieve Patthey-Chavez. 24(1):33-60.

How Culture Misdirects Multiculturalism. Murray L. Wax. 24(2):99-115.

- Literacy and "Empowerment"? A Case Study of Literacy behind Bars. Alissa Shethar. 24(4):357-372.
- The Madness(es) of Reading and Writing Ethnography. Shirley Brice Heath. 24(3):256-268.
- Minorities and Education in Plural Societies. Roslyn Arlin Mickelson. 24(3):269-276.
- An Open Letter to Suzanne de Castell and Tom Walker. Beverly Belvin Assinck. 24(3):249-255.
- Oracy in the Classroom: Policy, Pedagogy, and Group Oral Work. Roger Hewitt and Moira Inghilleri. 24(4):308-317.
- Rethinking Literacy: Comparing Colonial and Contemporary America. Deborah Keller-Cohen. 24(4):288-307.
- Study Time: Temporal Orientations of Freshmen Students and Computing. Kenneth T. Anderson and Anne Page McClard. 24(2):159-177.
- "Those Loud Black Girls": (Black) Women, Silence, and Gender "Passing" in the Academy. Signithia Fordham. 24(1):3-32.
- To Walk in Two Worlds—Or More? Challenging a Common Metaphor of Native Education. Rosemary C. Henze and Lauren Vanett. 24(2):116-134.